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ABSTRACT

Giving students a sense of efficacy in the political process is one of the most important functions of social studies education. In order to enable students to assume the responsibilities of fully functioning citizens, it is important for social studies educators to encourage and foster political participation among students as part of the curriculum. This paper is the product of a literature review of school-based community service programs and a survey of individual state programs involving student participation in the community in which questionnaires were sent to all states. About 250 responses were received from state departments of education, school districts, social studies supervisors, individual teachers, and private non-profit organizations. This handbook is intended as a guide to others who are interested in developing and implementing their own programs involving student participation in the community. (Sample application, evaluation, and activity forms are appended). (Author)

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A HANDBOOK OF SCHOOL-BASED COMMUNITY PROJECTS FOR STUDENT PARTICIPATION

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"The punishment of wise men who refuse to take part in the affairs of government is to live under the government of unwise men."
- Plato

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Paper presented at the Annual Meeting of the National Council for the Social Studies

Anaheim, California

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INTRODUCTION

Giving students a sense of efficacy in the political process is one of the most important functions of social studies education. In order for students to be able to assume the responsibilities of fully functioning citizens, it is important for social studies educators to encourage and foster political participation among students as part of the curriculum. This paper is the product of a review of literature of school-based community service programs and a survey of individual state programs involving student participation in the community in which questionnaires were sent to all states. About 250 responses were received from state department of education, school district, social studies supervisors, individual teachers, and private non-profit organizations. This handbook is intended as a guide to others who are interested in developing and implementing their own programs involving student participation in the community.

RATIONALE

School-based community service programs are not a new idea; they have been in American educational reform literature since the turn of the century. Such programs are seen to be character building exercises that promote responsible behavior and involve the education of the whole person; in addition, community service is viewed with the potential to vitalize education in that such experiences affect the social, psychological, and intellectual development of the participant, provide alternative learning experiences with relevance to "real life" situations, and increase students' sense of responsibility to the community.

While NCSS Curriculum Guidelines recommend activities that stimulate students to investigate and respond to the human condition in the contemporary world, we can say that other considerations of participation in community activities are that students will:

- gain a sense of stake in the community,

- gain a sense of responsibility and self-worth,
- gain important skills such as cooperation, decision making, problem solving, and planning or organizing,
- gain exposure to a variety of positive role models and career possibilities,
- increase students' sense of control over their environments, and
- interact with people of other ages and backgrounds, spurring their own personal growth.

OBJECTIVES

We can summarize the objectives or goals of school-based community service programs as:

- meeting specific needs in the community,
- making the school a locus of community service,
- developing student communication skills,
- developing student interpersonal skills and social development
- increasing student knowledge of and interest in community realities and problems,
- enhancing the image of the school,
- strengthening student self-esteem,
- identifying and fulfilling citizenship obligations,
- developing in self an ethic of service to others, and
- developing an appreciation of personal differences.

TYPES OF PROGRAMS - GENERAL DESCRIPTION

A convenient way to categorize school-based community service activities is to classify the different types of programs with an emphasis on the schools' function; therefore, these can be summarized as follows:

1. Community service programs utilizing the community as a laboratory in which to practice skills learned in the classroom as a part of the regular curriculum.
2. Community service as a special event or co-curricular activity sponsored by the school or a club.
3. Community service as a requirement for graduation with an established number of hours of service.
4. Community service as a specifically designed course with both classwork and participation.
5. Community service programs designed for specific groups of students such as at-risk or handicapped.
6. Community service as career-oriented programs with emphasis on required working skills or professional orientation.

Table 1

HIERARCHY OF SCHOOL-BASED COMMUNITY SERVICE PROJECTS AND THEIR LEARNING OUTCOMES

Project Type	Skills	Values	Citizenship Concepts	Grade Levels	
1. School Service Project (a)	Identifying needs, Organizing, Group dynamics	Cooperation Self-esteem, Pride in accomplishment	Participation, Activism	K-12	Basic
2. Community Service Project	Communication, Critical Thinking, Decision Making	Respect Brotherhood, Empathy	Community and democratic values	3-12	
3. Individual Service Project (b)	Time-management, Problem-solving, Adaptability, Self-direction	Human Dignity, Justice Responsibility	Appreciation of cultural diversity, Social Justice	7-12	
					Complex

Teacher's Role: Evaluating student feedback and guiding reflection (c)

Table 1 illustrates the hierarchy of learning outcomes for the various types of projects.

(a) The successful completion of a school service project requires that the students use a number of intellectual skills and values; in the process, students will be active participants.

(b) To accomplish a successful individual project the student would utilize all of the skills, values, and knowledge of all three project levels.

(c) For any project, the teacher has the important role of assisting the student in assessing their performance, evaluating their goals, and understanding their feelings by guiding them in reflective thinking.

DESCRIPTIONS

1. School Service Project is a one time activity of several hours duration which introduces students to the idea of community service by having them participate in helping to fulfil a need within the school community. Planting trees and bushes around the school is a good example of this type of project. Students learn organization skills and group dynamics by identifying needs, planning, and carrying out the activity.

2. Community Service Project is also a one-time effort designed to fulfil a need in a neighborhood or the entire community. Students might work with other community members or groups in completing the project; such programs would require several hours to several days to complete. Collection campaigns and helping the elderly "Spring-clean" are examples of basic projects in this category while turning a vacant lot into a playground for young children is a more advanced example.

3. Individual Service Project requires an on-going commitment of several hours of service per week over an extended period of time and requires some special training to work effectively. Examples of this type of project include tutoring children, volunteering in a nursing home, assisting the handicapped, serving as a volunteer firefighter, or volunteering in an office of a social service agency.

IN-DEPTH LOOK AT COURSES

Professor Kalsounis' model (see cover) indicates that participation in community requires a combination of knowledge, values, and skills; the heart of which is participation in community. We believe that the essence of participation in community is "cooperation"; therefore, the content of a course should include the importance of cooperation, the skills that encourage cooperation, and the values that underlie cooperation.

Suggested Units of Study:

1. Self-Awareness
   - goals and objectives
   - skills, talents, and abilities
   - assessing motivation

2. Awareness of Others
   - group work
   - communication skills
   - conflict resolution

3. Special Needs
   - examining stereotypes
   - activities to create empathy
   - role playing exercises

4. Leadership
   - identifying leaders in the community, esp. volunteers
   - identifying characteristics and qualities of leaders
   - analyzing the impact of leaders' decisions
   - examining the ethics of volunteer leaders
   - conducting simulated problem-solving exercises

5. Community Assessment
   - identifying and surveying needs
   - matching needs and volunteers

6. Progress and Evaluation of Participants
   - Journal Writing
   - Use of checklists

Sample Programs:

1. Central Park East Secondary School, East Harlem, NY, student spend one morning per week in community service placement. Programs include placement in early childhood classrooms, museums, legal aid offices, and hospitals.

2. Waterloo Community Schools, Waterloo, Iowa have developed a program, "Partners In Education" with John Deere Tractor Assembly Division which brings industry and the school together to enhance the academic and social development of students.
3. Adel-DeSoto Middle School, Adel, Iowa, sixth grade students have initiated Project H.E.L.P. - Help Eliminate Local Plastic. Participants collect and recycle non-biodegradable plastic milk jugs as an example of concern for the environment and that individuals can make a difference.
4. Pilger Elementary School, Pilger, Nebraska students have developed a program through Civic Award Achievement Program in which 5th and 6th grade students spend a day at the local Senior Citizen Center where they assist in a variety of activities such as cleaning, cooking, serving, and dishwashing.
5. Norfolk, Nebraska elementary school students have developed a program through C.A.A.P. where they make the public aware of the local museum's needs - from volunteers to antiques. In addition, students held a car wash and donated the proceeds to Elkhorn Historical Museum.
6. Suitland High School, Prince George County Public Schools in Maryland has programs in Peer Intervention including PEP (Peers Encouraging Punctuality), AIM (Academic Improvement Measure), and Community Service Programs including nursing home activities, a program where volunteers work with learning disabled students, and an elementary tutoring project.
7. Broad Ripple High School, Indianapolis arrange for their own programs of community participation based on their interests and the community's needs. The program designed for 11th and 12th grade students is entitled "Walkabout".
8. Northern High School in Garrett County, in Maryland sponsors the Student Service Alliance as an all year course. Students attend regular classes designed to

prepare them for community service. The service component, performed in the school or community serves as practical application of previous learning.

9. Finneytown High School, Cincinnati, Ohio, has initiated Community Service Experience, started in 1986, The program serves as a liaison between juniors and seniors at the high school and a variety of social agencies and community volunteer experiences in the greater Cincinnati area.
10. Chariton High School students in Chariton, Iowa, simulated the Traveler I Space Shuttle. The project called for integration of Science, American History, Math, English, and Vocational Education, and required coordination from the community. Students built a simulated shuttle, selected a crew of eight who spent 42 hours in a simulated orbit of the earth.

POTENTIAL PROBLEMS (Compiled from returned surveys)

- Time elements: planning, organizing, implementing,
- Convincing teachers, administrators, and parents of the program's value,
- Securing funding,
- Some parents/families feel that community service is not as important as "real classes".
- Legal issues of students leaving school,
- Programs require much time beyond school hours,
- Insurance liability, workman compensation concerns,
- Determining optimal numbers in groups, etc.,
- Finding volunteer drivers and vehicles,
- Motivating students,
- Is credit to be awarded for successful community service?
- Students' reactions to negative experiences (death, illness, etc. of the elderly or handicapped),
- Teachers need additional release time.

RECOMMENDATIONS (Compiled from returned surveys)

- Students are the key - their enthusiasm and concern make the program work,
- The teacher's role should be as a facilitator,
- When performing collection activities, plan carefully for adequate disposal,
- All students need clear-cut expectations so that each knows his/her job,
- Be well-informed and work with community directors, etc., make as many relevant contacts as possible,
- Get feed-back from the community (directors, supervisors, parents, clients),
- Involve parents and the community as much as possible,
- Make students aware of values and ethical issues,
- Supervise students carefully and always be available to explain programs to supervisors, staff, parents, and students,
- Teachers/supervisors must receive adequate positive feed-back from students and the community,
- Never forget that it's an educational activity,
- Establish a student advisory board,
- Be flexible; establish options in types of service opportunities and with time schedules,
- Prepare a newsletter periodically and establish a public relations committee,
- Teachers should be "people-oriented", and possess a wide variety of communication skills,
- Commitment and attitude are essential components of a successful project,
- Plan desired outcomes thoroughly,
- Allow students to own programs/projects,
- Allow students to make decisions and accept the responsibilities and rewards of those decisions,
- Start small if just beginning,

- Be faithful as possible to responsibilities,
- Alert students to potential concerns about dealing with specific groups (i.e. health concerns with the elderly/handicapped),
- Establish systematic methods of checking students' attendance and participation.

CHECKLIST FOR INITIATING, DEVELOPING, AND IMPLEMENTING PROGRAMS

_____ Establish clear-cut objectives and procedures.

_____ Obtain administrative support from the school system.

_____ Obtain support from the community.

_____ Establish and advisory committee (faculty, parents, community and student representatives)

_____ Secure administrative (clerical) assistance.

_____ Obtain permanent working space and telephone.

_____ Identify and secure possible funding sources.

_____ Establish timelines.

_____ Investigate insurance liability.

_____ Prepare necessary forms (student application, parental permission, agency agreement, etc.).

_____ Plan orientation meeting with all participants.

_____ Arrange guest speakers if possible.

_____ Inquire about any legal liabilities with school attorney.

_____ Prepare press release for local media.

_____ Establish public relations committee.

_____ Prepare newsletter for school community.

_____ Arrange for transportation.

_____ Delegate responsibilities for handling inquiries, concerns, or problems.

_____ Establish a chain of command.

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Conrad, Dan & Diane Hedin, High School Community Service: A Review of Research and Programs, National Center on Effective Secondary Schools, U.S. Department of Education, 1989.

Kaltsounis, Theordore, "Letters", Social Education, Volume 54, Number 2, February, 1990.

National Crime Prevention Council, Reaching Out, School-Based Community Service Programs, Washington, D.C.: Florence V. Burden Foundation, 1988.

Newmann, Fred M. & Robert A. Rutter, "A Profile of High School Community Service Programs", Educational Leadership, December, 1985/January, 1986.

Existing Programs Promoting Citizenship Participation

Close Up Foundation, Civic Achievement Award Program 1235 Jefferson Davis Highway, Arlington, VA 22202.

The Hunger Project, 1388 Sutter Street, San Francisco, California 94109-5452.

National Crime Prevention Council, 1700 K Street, NW, Second Floor, Washington, DC 20006.

National Youth Leadership Council, 1910 West Country Rd. B, Number 216, Roseville, Minnesota 55113.

Thomas Jefferson Forum, 131 State Street, Suite 628, Boston, MA 02109.

SAMPLE FORMS

VOLUNTEER INFORMATION FORM

STUDENT NAME_____

STUDENT ADDRESS_____

PHONE_____

COMMUNITY SERVICE AGENCY_____
ADDRESS_____

CONTACT PERSON_____PHONE_____

BRIEF DESCRIPTION OF VOLUNTEER ACTIVITIES_____

_____

_____

_____

DATES/DAY/TIME OF SERVICE_____

SUPERVISOR SIGNATURE_____

I am aware of my son/daughter's commitment to volunteer service to be given as outlined above. I understand that my son/daughter must be responsible for arranging his/her own transportation and attendence in this program and I will do all that I can to help him/her carry out this responsibility.

Parent/Guardian signature_____
Date_____

STATEMENT OF COMMITMENT

I realize that as a participant in the Community Service Experience program that I not only represent myself but also Finneytown High School. I understand this responsibility and because of this, I make the following commitments:

1. I will be punctual and conscientious in my attendence for the periods/time I have pledged service. I will notify my supervisor in advance if I am unable to volunteer as scheduled.
2. I will consider as confidential all information which I may hear concerning other people, students, patients, employees, and agencies/ institutions.
3. I will strive to make my work of the highest quality and I will accept supervision graciously.
4. I will always conduct myself with dignity, courtesy, and consideration.
5. I will notify Mr. Steve Elliott of any problems, concerns or suggestions regarding my service.

STUDENT SIGNATURE_____

DATE_____

Sources:
1. "Community Service Experience," Finneytown High School, Steve Elliott, Faculty Coordinator, Cincinnati, Ohio, 1986
2. National Crime Prevention Council, Reaching Out. School-Based Community Service Programs, Washington, D.C.: Florence V. Burden Foundation, 1988.
3. "Public Service/Student Leadership," Department of Curriculum and Program Management, The Board of Public Education, Richard C. Wallace, Jr., Superintendent, Pittsburgh, Pennsylvania, 1989

EVALUATION OF STUDENT VOLUNTEER PERFORMANCE

SCHOOL _____

STUDENT'S NAME _____ GRADE LEVEL _____

SUPERVISOR'S NAME _____ PHONE _____

ORGANIZATION'S NAME _____

ORGANIZATION'S ADDRESS _____ PHONE _____

EVALUATION PERIOD _____ WEEKS

THIS IS THE _____ TIME THE STUDENT HAS BEEN EVALUATED

This evaluation is to be completed at the halfway point and at the end of the student's volunteer time with your organization. Please return the evaluation to the teacher/coordinator.

Briefly list the student's responsibilities:

(Please rank the student in the following areas, 5 being highest and 1 lowest.)

Student's Performance Categories					
1. Promptness and regularity of attendance.	5	4	3	2	1
2. Ability to follow directions	5	4	3	2	1
3. Willingness to learn and improve	5	4	3	2	1
4. Cooperation with fellow workers	5	4	3	2	1
5. Skill in communicating with staff and others	5	4	3	2	1
6. Acceptance of responsibility	5	4	3	2	1
7. Ability to understand and use materials/skills	5	4	3	2	1
8. Initiative	5	4	3	2	1
9. Creativity	5	4	3	2	1
10. Overall improvement and growth	5	4	3	2	1

Please briefly answer the following questions on the back of this sheet: (A) Was this student placement a success? (B) Did the student service meet your expectations? (C) Why or why not? (D) How was your organization helped?

_____
Signature of supervisor

SITE EVALUATION FORM

NAME OF SITE _____ DATE _____

NAME OF STUDENT EVALUATOR _____ GRADE

SUPERVISOR'S NAME _____ NUMBER OF WEEKS AT SITE _____

NUMBER OF HOURS PER WEEK AT SITE _____

This evaluation form should be filled out by the student at the halfway point and at the end of the student's volunteer time at the site.

Please rate the following categories about your volunteer site on a scale from 1 to 5 (5 = highest level of agreement with statement, 1 = lowest level of agreement with statement)

1. I have enjoyed my volunteer experience at this site	5	4	3	2	1
2. I have enough work to do	5	4	3	2	1
3. I would recommend this site to the next group of student volunteers from our school	5	4	3	2	1
4. I found my work to be interesting	5	4	3	2	1
5. I get along well with my supervisor	5	4	3	2	1
6. I am treated well by the adults I work with	5	4	3	2	1
7. The work I do is important	5	4	3	2	1
8. I am learning new skills	5	4	3	2	1
9. I am learning things that could help me in my future career	5	4	3	2	1
10. I am given a good amount of responsibility	5	4	3	2	1
11. My work is appreciated	5	4	3	2	1
12. I am motivated to do my best work at this site	5	4	3	2	1
13. I feel that I am helping to improve my community	5	4	3	2	1
14. I am able to get help when I need it and do not feel embarrassed to ask	5	4	3	2	1
15. My suggestions are listened to and respected	5	4	3	2	1

EVALUATION SHEET

STUDENT NAME _____

SUPERVISOR NAME _____

VOLUNTEER ACTIVITY _____

VOLUNTEER SITE _____

(PLEASE RATE THE STUDENT, TO DATE, IN THE FOLLOWING WAYS)
A=ALWAYS B=SOMETIMES R=RARELY N/A=NOT APPLICABLE

_____ 1. dependable in attendance
_____ 2. arrives on time
_____ 3. calls in advance of absence
_____ 4. follows directions
_____ 5. shows initiative
_____ 6. demonstrates sensitivity to individuals
_____ 7. works well with adults
_____ 8. demonstrates problem solving skills
_____ 9. represents Finneytown High School in a positive manner

10. Please express your feelings toward this students' volunteer efforts to date:

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SUPERVISOR SIGNATURE _____
DATE _____

COMMUNITY SERVICE EXPERIENCE
FIVE WEEK SELF-EVALUATION

Please answer the following questions before we meet to discuss your community service experience.

Answer each question honestly. I am not looking for "approved" responses but rather for answers which accurately reflect the current state of where you are in your volunteer experience. If you are volunteering at two locations, try to answer each question for both, though you may incorporate both comments in the same answer.

1. Where are you doing your community service?

2. What do you like about your work?

3. What do you dislike about your work?

4. What do you feel uncomfortable with?

5. What is the most difficult thing you have had to do until now?

6. Are the people you work with friendly? Do you feel like you belong?

7. What do you feel you have learned in the last five weeks?

Signed_____
date_____

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FINNEYTOWN HIGH SCHOOL
COMMUNITY SERVICE EXPERIENCE
APPLICATION FORM

NAME_____ GRADE_____

ADDRESS_____

HOME PHONE_____

PARENTS/GUARDIANS_____

1. _____ I will be participating in the Community Service Program under the guidelines of OPTION A-DURING THE SCHOOL DAY
_____FIRST SEMESTER ONLY
_____SECOND SEMESTER ONLY
_____BOTH FIRST AND SECOND SEMESTERS

2. _____ I will be participating in the Community Service Program under the guideline of OPTION B-THE AFTER SCHOOL PROGRAM (60 hrs=1/2 credit.....120 hours=1 credit)
_____DURING THE SUMMER MONTHS
_____AFTER SCHOOL/EVENINGS/WEEK-ENDS

3. _____ I will be participating in the Community Service Program under the guidelines of OPTION C-NO CREDIT
_____ DURING THE SUMMER MONTHS
_____ AFTER SCHOOL/EVENINGS/WEEK-ENDS

4. I think I might be interested in working with:
_____ children
_____ the elderly
_____ the blind
_____ the deaf
_____ inner city projects
_____ mentally handicapped
_____ physically handicapped
_____ younger students as a Big Bro /Big Sis

5. PAST VOLUNTEER EXPERIENCE? If yes, where and when did you volunteer....briefly describe your experience.

6. TRANSPORTATION INFORMATION I can drive.....
_____all of the time (a requirement for OPTION A)
_____under the following conditions:
_____under no circumstances

ACTIVITY
Writing a Daily Journal

Asking each volunteer to keep a regular journal is one of the most valuable and commonly used reflective activities. In some cases the journals remain the confidential property of their writers; in others, they are shared regularly with an adult leader or peer; sometimes they are discussed by a group.

The point of keeping a journal is to prompt people to notice what is happening, think about experiences and reflect on their meaning and, from that, to grow. At the very least, keeping a journal gives volunteers a record of what they have done and some ideas to share in group discussions and individual conferences.

The following suggestions will help young people who say: "I don't know what to write!" The whole list could be given out at once with the suggestion of writing on one or two items a day. Alternatively, a smaller number could be selected and given as a guide for a weekly or monthly report.

Suggestions for a Daily Journal

About your work

- What do you do on a typical day at your placement?
- How has this changed since you first began there (different activities, more or less responsibility, etc.)?
- Tell about the best thing that happened this week: something someone said or did, something you said or did, a feeling, an insight, a goal accomplished.
- What's the most difficult part of your work?
- What thing (or things) did you dislike most this week? Why?
- If you were in charge of the place where you volunteer, what would you do to improve it?
- If you were the supervisor, would you have the volunteers do anything different from what you are doing? Would you treat them differently?
- Tell about a person there who you find interesting or challenging to be with. Explain why.
- What do you feel is your main contribution?
- If a time warp placed you back at the first day of this program, what would you do differently the second time around?

About you

- How do people see you there? As a staff member? a friend? a student—or what? What do you *feel* like when you're there?
- What did someone say to you that surprised you? Why?
- What compliments have been given and what did they mean to you? How did you react? What about criticisms and your reaction to them?
- Did you take (or avoid taking) some risk this week? Were there things you wanted to say or do that you didn't say or do?
- What happened that made you feel you would (or would not) like to do this as a career?
- What kind of person does it take to be successful at the kind of work you do (as volunteer, as a career)?
- What did you do this week that made you proud? Why?
- What feeling or idea about yourself seemed especially strong today?
- What insights have you gained into people (what makes them happy or sad, successful or failures, pleasant or unpleasant, healthy or sick, etc.)?
- How similar is your impression of yourself to the impression others seem to have of you?
- Tell about something you learned as a result of a disappointment or even a failure.
- Think back on a moment when you felt especially happy or satisfied. What does that tell you about yourself?

CREDIT EVALUATION FORM

Name_____ Address_____

School year_____ Grade_____ Phone_____

volunteer site(s)	supervisor	phone	hours
A.	A.	A.	A.
B.	B.	B.	B.
C.	C.	C.	C.
D.	D.	D.	D.

1. Briefly describe your volunteer activities at each location.

2. If an on-site evaluation is available, please attach.

3. You must complete all forms and participate in an "exit" interview with Mr. Elliott before any credit will be given.

4. Immediately below are two columns. On the left, list four strengths that you have discovered are a part of your character; on the right, list four weaknesses.

STRENGTHS	WEAKNESSES
A.	A.
B.	B.
C.	C.
D.	D.

5. Fill out the attached sheets completely and with thought. Answer each question of the sheet provided.

6. Tell the story of the time, during your volunteering experience, when you were most satisfied with yourself.

7. Describe the adult whom you have come in contact, during your volunteering experience, who has most influenced you.

8. Write a letter to a student who might volunteer at the same places or who will experience what you have the past semester, year, or years.